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ABSTRACT

This unit involves students in researching information about history's heroes and heroines. Emphasized are library, mathematics, artistic, communication, and decision-making skills. To introduce the unit, students participate in a brainstorming session to develop a list of heroes and heroines and a set of criteria to determine why people are considered heroes and heroines. Each student then chooses a person from the list on whom to write a research report and presents the report to the class. The students create a time-line for the heroes and heroines and a "Walk-of-Fame." One activity emphasizes the place of women in U.S. history. Other activities include showing movies of heroic people and deeds, inviting local heroes to class, simulating an interview, and rewriting the speeches of heroes. A bibliography is included. (SM)

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WHO ARE AMERICA'S HEROES AND HEROINES?

C&I 350 ELEMENTARY SOCIAL STUDIES RESOURCE UNIT

AUGUST 11, 1987

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BACKGROUND

The purpose of this unit is to provide information on many individuals in America's history.

This unit was prepared for the upper elementary grades or middle school students. Students in these grades are able to become involved in independent activities and projects. The students will be doing research to gather historical information and present opinions. They will also prepare presentations for the class. The activities will incorporate skills from other subject areas. The students will use library skills, math skills, artistic skills, and communication skills.

The students will be making decisions throughout the unit. They will be selecting whom they want to research. They will also determine whether these individuals are heroes. They will also determine whether these individuals are heroes. They will also decide what to include in class, school, and community wide surveys.

Much of the work will be done by the students. The teacher may direct the class to include several categories of people. Special mention may be given to people in government, science, athletics, arts, education, and humanitarianism. The student will recognize that individuals have made a difference in our country's history. Special attention may be given to today's heroes and heroines and how they have acted to become heroes.

RATIONALE

This unit will provide students with historical information and values from America's History. Students will research specific people from America's History with special attention to their contribution to society, special talent, pioneer spirit, and/or heroic deed. In doing this, they may make generalizations about people and situations. This unit will give students an opportunity to develop the criteria of what makes a person a hero or a heroine. After research and discussion of famous Americans, the students will judge whether these people should be considered as American Heroes. Students will also investigate proposed heroes of today. They will judge against their criteria, these individuals. In doing so, they will judge if these people are also heroes.

Throughout the unit, students will be required to work independently and in small groups. Students will be researching historical facts and discussing their research. There will also be opportunity to administer and analyze results of surveys. This may necessitate analysis of charts and graphs.

KNOWLEDGE OBJECTIVES

K-1. Students will define the term hero.

K-2. Students will apply knowledge of heroes to everyday situations.

K-3. Students will name heroes from different specified areas.

K-4. Students will choose heroes when given examples and non-examples.

K-5. Students will select days which are heroes birthdays or important days of their lives.

K-6. Students tell how heroes are different and how criteria for choosing heroes may change in given situations or periods of time.

K-7. Students will role play certain heroes and famous lines, speeches, etc.

K-8. Students will name reasons it is important to have female, as well as male heroes.

K-9. Students will write articles about heroes in selected periods of time.

K-10. Students will define a heroic deed and illustrate the deed.

K-11. Students will locate places heroes lived, were born, or performed heroic acts.

SKILL OBJECTIVES

S-1. Students will make maps of areas where most heroes come from.

S-2. Students will research information on selected heroes, and use the data for other activities.

S-3. Students will learn and use library skills.

S-4. Students will read accounts of favorite heroes.

S-5. Students will listen to and ask questions of guest speaker(s).

S-6. Students will work in groups and/or individually.

S-7. Students will participate in role play situations.

S-8. Students will make graphs and charts.

S-9. Students will conduct surveys and analyze the results and data.

S-10. Students will make illustrations, collages and data.

S-11. Students will write letters or speeches.

S-12. Students will keep a class file of heroes.

S-13. Students will present radio and/or television shows.

S-14. Students will write news reports or headlines to inform the class of heroic deeds.

S-15. Students will find examples of heroic deeds in newspapers and magazines.

ATTITUDINAL OBJECTIVES

A-1. Students will develop their own definition of the term hero.

A-2. Students will make personal judgements of heroes and non-heroes.

CONCEPTS

1. Hero-
2. Heroine-
3. Pioneer Spirit-
4. Explorer-
5. Inventor-
6. Research-
7. Innovation-
8. Survey-
9. Social Reformer-
10. Trail Blazer-
11. Scientist-
12. Research Data-
13. Heroic Deed-
14. Experiment-
15. Role Play-

ACTIVITY 1

INTRODUCTORY ACTIVITY- The student will be asked to brainstorm and come up with a list of heroes and heroines. From this list, the teacher will use the attached questions to develop an awareness of the criteria to classify heroes and heroines. After discussing the questions, the children, with the help of the teacher, will develop a class list of criteria for heroes and heroines. After the development of criteria, the class will go back to the list of heroes and heroines, from this list they will decide which persons would be selected to have the qualities of the class definitions.

OBJECTIVES: K-1, K-2, K-6, A-1.

WHAT IS A HERO?

You have undoubtedly heard the term hero. Think for a moment about the definition you would give to a hero. Write your definition on this line.

In 1770 Jean Baptiste Du Sable established a trading post on the banks of the Chicago River. He is considered the first settler of the city of Chicago.

Elizabeth Blackwell became the first licensed physician in the United States in 1848. She worked in a poor section of New York City and placed emphasis on hygiene and preventive medicine. After the Civil War she started the Women's Medical College of the New York Infirmary where women could receive professional medical educations.

After investigating every jail, poorhouse, and mental hospital in Massachusetts, Dorothea Dix told the Massachusetts Legislature in 1843, "I come as the advocate of the helpless, forgotten, insane men and women held in cages, closets, stalls, pens: chained, naked, beaten with rods and lashed into obedience." For the next 40 years she campaigned to improve the treatment and living conditions of the mentally ill. During those years the number of mental hospitals in the U.S. increased from 13 to 123.

On July 9, 1893 Dr. Daniel Hale Williams performed the first successful operation on a human heart at Provident Hospital in Chicago. Today many have their lives lengthened by heart-by-pass surgery and heart transplants.

OBJECTIVES- K-1, A-1.

To start this activity, the teacher will introduce the library and some of the different skills needed to use the library. Also covered in this part of the unit will be some information the students will be able to use in developing and writing research papers. This instruction should be during Language Arts and Social Studies time periods.

After a few days of library skills information, the teacher will present information on different aspects of heroes in different specialized areas. After which the teacher will make a list of suggested heroes. The student will choose a hero, either suggested or from their own knowledge, and research information on the chosen topic.

After the research is gathered, the students will write papers to present and analyze the information. After compiling information, the students will present the information to the class.

OBJECTIVE: K-1, K-3, K-8, S-2, S-3, S-4, S-6, S-12, A-1.

ACTIVITY 2

The students will conduct a variety of surveys. The teacher will need to instruct the class on the techniques of doing a survey. These steps should be followed:

1. Make predictions or hypothesis.
2. Write questions for the questionnaire.
3. Get a sample of the population.
4. Administer the questionnaire.
5. Tabulate the results..
6. Analyze the data.
7. Make generalizations and conclusions.

* The teacher may display a chart listing the procedures for conducting a survey.

After the introductory activities, the students will survey the school population to compile a list of heroes and heroines. The students will use the class's criteria to judge whether they would consider the people on the list as heroes.

The students will survey the school and their families to find examples of what makes a hero or heroine. This information may be used to add to our definition or criteria for a hero.

OBJECTIVE: A-1, K-2, S-6, S-8, S-9.

ACTIVITY 3

NAME _____

TIME PERIOD _____

CONTRIBUTIONS

SPECIAL TALENTS

PIONEER SPIRIT

HEROIC DEED(S)

This is an example of a file card which the students will gather as the research is presented by other students. These cards will be put in a classroom file. From the file the student will use the cards to further develop an awareness of the different heroes and their characteristics by playing such games as Trivial Pursuit, Jeopardy, Password and/or Bingo.

OBJECTIVES: K-2, K-3, K-6, S-2, S-3, S-4, S-12.

ACTIVITY 4

The students will display a timeline in the classroom. After some research on their heroes, they will add the name and accomplishments of their choice heroes to the timeline. This activity is an ongoing activity to be added to throughout this unit.

OBJECTIVES: K-5, A-2, S-2, S-6, S-8.

The students will decide who they would choose as heroes and heroines. They will make stars for each hero. These will be placed around the classroom to look like a "WALK-OF-FAME". Hand or foot prints may be added. The students may give a summary of their heroes accomplishments on the hand and foot prints. This may be an ongoing activity for this unit.

OBJECTIVES: A-2, S-6, S-10, S-12, K-3, K-5.

ACTIVITY 5

The students will match men and women with similar accomplishments. The Soul Brothers and Sisters worksheet lists a man or woman and their accomplishments. Students match the name of a number of the opposite sex who did a similar task. The students will choose from the list a woman who matches the explanation. If any are left blank, the students must look for the correct responses in other sources. When all the students have completed the worksheet, they will discuss the responses and where they found the information needed to complete the activity.

OBJECTIVES: K-3, K-8, S-2, S-6.

SOUL BROTHERS AND SISTERS USED WITH PERMISSION OF MARY E. HAAS,
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SOUL BROTHERS AND SISTERS

Can you match the men and women who have the similar types of accomplishments? Place the letter of the correct person on the line before the statement.

_____ 1. Laurence Olivier is one of the greatest actors, and she is often called the "First Lady of the Theater."

_____ 2. Sally Ride was the first American woman in space and he the first American man in space.

_____ 3. Adlai Stevenson was a famous Democrat and ambassador to the UN. She was also known as a Democrat and delegate to the UN.

_____ 4. John Steinbeck won the Nobel prize for literature, and so did she.

_____ 5. Charles A. Lindbergh was the first person to fly solo across the Atlantic Ocean while in 1932 she became the first female to fly solo across the Atlantic.

_____ 6. Juliette Gordon Low founded the Girl Scouts of America after meeting this man who was the founder of the Boy Scouts.

_____ 7. Sojourner Truth was a great speaker for the abolition of slavery and the rights of Blacks while this man was the leading Black male speaker.

_____ 8. Paul Revere rode to warn the colonials of approaching British troops while she rode to carry secret messages to General George Washington.

_____ 9. Howard Baker was a Republican U.S. Senator while she was a long term Republican U.S. Senator from Maine.

_____ 10. William E. Brock is the Secretary of Labor in the President's Cabinet, and she held the same position in the cabinet of F.D.R.

_____ 11. Jonas Salk is famous for contributions in medical research that led to a great decrease in polio. Her contributions to medical research led to a decrease in TB.

_____ 12. Jim Thorpe won Olympic gold medals and went on to be a famous professional athlete in another sport, and so did she.

_____ 13. Rosa Parks peacefully protested segregation, and so did he.

_____ 14. Booker T. Washington is known as an outstanding Black educator. She is also known for founding a college and working for the education of Blacks.

SOUL BROTHERS AND SISTERS

- A. Amelia Earhart
- B. Martin Luther King, Jr.
- C. Margaret Mead
- D. Margaret Chase Smith
- E. Helen Hayes
- F. Lord Baden Powell
- G. Frances Perkins
- H. Mary McLeod Bethune
- I. Alan B. Shepard
- J. Eleanor Roosevelt
- K. Susan B. Anthony
- L. Florence Sabin
- M. Mildred "Babe" Didrikson Zaharias
- N. Billie Jean King
- O. Deborah Champion
- P. Jonas Salk
- Q. Fredrich Douglass
- P. Pearl Buck

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ACTIVITY 6

The teacher will display the back of a poster on the board or show a poster rolled up so the students can not see what is on the poster. The teacher asks what might be on the poster, what do they have on their own posters, and why are these put on posters. The student will view the poster from Women's History Week. A discussion will follow with such questions as follow:

1. Why don't we know these women?
2. What contribution(s) have they made?
3. Why aren't these women in most history books?
4. Where else can we look to find information on these people?
5. Are there any other women we may want to include.

*Posters from different years may be included in the discussion.

This activity may be done for many different groups of people besides women.

OBJECTIVES: K-3, K-6, K-8, S-6, A-2.

ACTIVITY 7

The following are questions that the teacher may use in the study of heroes and heroines. The class begins by asking the students to brainstorm a list of heroes and heroines- real, fictional, or by role (like astronaut). The teacher then will question the students to reach the conclusion that heroes and heroines can do good in subtle ways not just in sensational, headlining ways.

1. Are heroic people always strong?
2. Is it heroic to hit first? To hit back? To hit someone weaker than you even if he hit you first?
3. Is it heroic to try to stop a fight? To prevent one? To prevent a fight by beating up or killing the one you think would start the fight?
4. Do heroic people always get in the newspaper or become famous?
5. Is it heroic to do anything for a good cause or to protect the people you love? Are there limits to this sort of heroism?
6. Is it heroic to give up everything you have, even your life, for something you believe in?
7. What is the most heroic action you can think of?
8. What would a heroic person never do?

The student then considered their list in light of their discussion. As a result the class definition will become a fairly broad definition.

OBJECTIVES: A-1, A-2, K-1, K-2, K-4.

ACTIVITY 8

The teacher will show pictures of people doing heroic deeds. The students will use these pictures to develop a definition of what heroic deeds may be. The student will differentiate between heroic and non-heroic deeds. These pictures may include happenings in the community, pioneering space, athletes, or inventors. The teacher may use others that are appropriate.

OBJECTIVES: K-2, K-3, K-4, K-10.

ACTIVITY 9

The students will invite local heroes to speak to the class. The students will explain the purpose of the request. They will listen to the speaker and ask questions.

Afterward, the students will write a letter of thanks to the speaker(s).

OBJECTIVES: S-5, S-11, A-2.

ACTIVITY 10

The students will be given an opportunity to select a heroic person and draw an example of the deed he/she may have done. These pictures may either be real life depictions or cartoonatures. The students will be given the choice of which they would prefer.

OBJECTIVES: K-2, K-10, S-6, S-10, A-2.

ACTIVITY 11

Students will write news headlines to explain heroic deeds. The students will continue to write the news articles about true heroic deeds in their community or what they feel a heroic deed would be. This may include sports heroes.

Students will write news reports for heroic deeds. They will perform these for the class. The report may be for a T.V. or radio broadcast.

OBJECTIVES: S-13, S-14, K-2, K-10, A-2.

Students will look through newspapers and magazines to find articles of heroic deeds of today. These can be shared with the class to judge if the people are considered heroes.

OBJECTIVES: K-1, K-2, K-10, S-15, A-2.

ACTIVITY 12

The teacher will read aloud to the class parts of William Gibson's: THE MIRACLE WORKER and MEMORIAL TO THE LEGISLATURE OF MASS. by Dorothea Dix. These works describe life in asylums and prisons. This will lead to a discussion on social reformers. Individual reformers may be mentioned along with their accomplishments. The class will discuss whether these people are considered heroes.

OBJECTIVES: A-1, K-3, K-4, K-6, K-8, S-6.

The students will construct a calendar for the month. For each date a square will be provided. The students will fill in these squares with an historic fact that occurred on that numbered date. EX: On the fifth the students may choose anything that happened on the fifth of any month or has the number five as part of the fact. OBJECTIVES: S-2, S-6, S-10, K-3, K-5.

ACTIVITY 13

The students will compare two pictures, one from the turn of the century, one from recent times, both having very similar settings for comparison. This will show modern convenience of the time and will lead to a discussion of inventors who have contributed to our society. The students will decide if inventors are heroes and heroines. Are inventions of drugs and medically related equipment considered inventions?

Sample question sheet to accompany this activity:

GATHERING DATA FROM PICTURES

1. What is shown in each of the pictures?
2. Identify at least 6 items in each picture.
3. When do you think each picture was taken?
4. How are the pictures alike?
5. How are the pictures different?
6. Identify at least 3 changes that you see illustrated in the pictures.
7. How have the lives of people changed in the years between the time each picture was taken?
8. Name 2 inventors whose works are illustrated in the two pictures.

OBJECTIVES: K-1, K-2, K-3, K-6, S-6.

ACTIVITY 14

The students will present their research to the class by interviewing their hero. A student will portray a chosen hero. A committee will conduct the interview by posing as reporters. They will follow the format of the television show, "Meet The Press". The reporters will each take a turn asking questions of the individual. There will be a set time limit for each questioner.

OBJECTIVES: K-3, K-7, S-2, S-6, S-7, S-13.

The students will have researched and shared their results with the class. The students will discuss the accomplishments of their heroes and heroines. The students will determine the characteristics they admire in their heroes. They will cut pictures and headlines from magazines and newspapers that illustrate these characteristics. The students will use these pictures to make a collage that depicts the careers and accomplishments of their chosen heroes and heroines. These can be displayed around the classroom.

OBJECTIVE: K-3, K-4, S-2, S-6, S-10, A-1.

ACTIVITY 15

Many of our heroes have given famous speeches. The students will re-write the speeches in their own words. The student may change the words, but not the meaning of the speech. These modern day speeches may be presented to the class.

OBJECTIVES: K-7, K-9, S-2, S-4, S-6, S-11.

ACTIVITY 16

The student will view different kinds of American coins and paper money. The class would discuss whose face is on the money and why. The students will make their own money using the faces of their own heroes. The students may draw or trace the pictures. The students presents their new money to the class with an explanation of why this person was chosen for a coin. These may be displayed around the room.

OBJECTIVES: K-7, K-9, S-2, S-6, S-7.

ACTIVITY 17

WHERE DO OUR HEROES/HEROINES LIVE?

On the a map of the United States, locate the place your hero was born or where he/she did their heroic act.

Place a dot marking this place and label the importance of this location.

This activity may be expanded to include a bulletin board display. Use a large map of the U.S., use thumb tacks to mark the heroes place of birth or importance on the map. Be sure to place a name tag and explanation under the tac.

OBJECTIVES: K-3, K-5, K-11, S-1, S-2, S-6, A-1.

ACTIVITY 18

Each student is given a card, on one side is written a statement about a hero, the other side has the name of a hero or heroine. One person starts by reading his statement about a hero. Another responds by reading the name on their card who was described by the first student. This student will then read his/her statement. The next student will read the name of the hero that has just been identified and proceed to read the statement of a hero on his card. This continues until everyone has responded and then read their statement. The student who started will be the last to respond with a name. This is a way of reviewing accomplishments of heroes and heroines. This is a review activity for the unit.

OBJECTIVES: K-3, K-5, S-2, S-5, S-6.

EVALUATION ACTIVITY 19

At the end of the unit the student will answer questions. They will be asked to draw comparisons or contrasts of the heroes studied.

The students will give suggestions for the teacher to write on the board. These suggestions will be discussed when finished.

The students will divide into groups to make a list of comparisons and/or contrasts of the heroes studied.

The student will prepare a list to be turned in to the teacher.

OBJECTIVES: K-1, K-3, K-4, K-6, S-2, S-12, A-1, A-2.

Students will evaluate the unit of study by writing a summary of what they have learned. They must include their definition of a hero and examples. The activity will use a worksheet with the main idea stated as follows: "A hero is..." or "My hero is...", "My reason is...".

OBJECTIVES: K-1, K-2, K-6, K-8, K-9, S-2, S-6.

ACTIVITY 20

This activity is a way for the students to display their research information.

The students will fill in the boxes of a Coat of Arms for their hero. The student will be guided through the activity when help is needed by the teacher.

The student will design the Coat of Arms. The student may use symbols, pictures or words to represent criterion for the hero.

OBJECTIVES: K-1, K-10, S-2, S-6, S-10.

EVALUATION

Evaluations will take place in the classroom under the direction of the teacher. Each student will present information about their hero to the class.

A class discussion will take place on each hero. The student must answer questions of fellow classmates concerning their research, in this activity.

Each student will submit a 3x5 card with highlights on their hero. On the back of the card the student will write highlights of another hero they have heard about during the class discussions.

OBJECTIVES: K-1, K-3, K-4, K-6, A-1, A-2, S-2.

The teacher may choose to include other evaluations as appropriate. An on-going evaluation of the unit not only helps the student to know where he stands in the class, but also helps the teacher to know what is and isn't working. Other evaluations may be included, at the teacher using the activities discretion.

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